Section IV:

Related Class

Related Class Component

Students shall pass both the related class component and the on-the-job experience in order to receive credit in the cooperative education program. Students participating in cooperative education earn academic credit based upon the number of minutes spent in the related class. (See Section V for information regarding the On-The-Job Training component.)

Indiana Definition of Credit
For students entering high school in 2000-01 School Year and After

"Credit" means a minimum of two hundred fifty (250) minutes of instruction per week for one (1) semester except in the case of basic physical education. (511 IAC 6-7 Sec.1-D)

Indiana Definition of Credit
For students entering high school in 2006-07 School Year and After

511 IAC 6-7.1-1
(d) "Credit" means satisfactory completion of a course that meets the following requirements:
(1) The course is an approved course under 511 IAC 6.1-5.1.
(2) The course is consistent with Indiana academic standards.
(3) The course includes:

(A) a minimum of two hundred fifty (250) minutes of instruction per week for one (1) semester for a school operating on a traditional schedule;
(B) a minimum of eighty-five (85) minutes of instruction per class period, exclusive of passing time, for a school operating on a block schedule; or
(C) a minimum of seventy (70) minutes of instruction per class period, exclusive of passing time, for a school trimester schedule. Multiple credit may not be awarded for the same course unless the approved course description permits multiple credits to be awarded.

Any deviation from the Indiana Administrative Code requires a waiver from the Indiana Department of Education.

Noted below is a sample of various school schedules:

Schedules	*Minimum Required Related Class Component Minutes*	*Credit Per Term*
Traditional 7-period day	250 min/week	1
Block 4—85 min/period	213 min/week*	1
Block 8—85 min/period	213 min (avg.)/wk*	1
Trimester—70 min/period	See option below*	1

Option for Trimester

Offer the cooperative education program for all three trimesters. The related class will meet for the entire period for one trimester and ½ of the period for 2 trimesters. In the trimesters in which the related class meets for ½ of the period the student will receive ½ credit per trimester. The student will use the additional time as part of his/her work release hours. Thus, the student would receive 1.5 credits per trimester for work release and ½ credit for the related class component.

All of the options with an asterisk require a waiver from the Indiana Department of Education.

Recommended Outline of General Related Instruction
Cooperative Education Programs
State of Indiana

The following outline may be used as a guide in developing units of instruction and/or cooperative related projects, which are common to cooperative education programs. The technical or occupational related instruction is specific to the career area.

This outline is not an all inclusive list of curricular units but may vary based on students' prior knowledge.

For purposes of organization, the units are listed in alphabetical order and not in sequential teaching order. (See Appendix A for syllabus samples)

I. Career Planning
    A. Workplace Trends
    B. Career Pathways
    C. Goals
    D. Decision Making
    E. Career Plan

II. Communication

III. Computation

IV. Economics

V. Employment
    A. Career Portfolio
    B. Computer Skills

VI. Human Relations
    A. Ethical Behavior
    B. Team Work
    C. Diversity

VII. Life Skills
    A. Financial Management
    B. Legal Issues
    C. Self-Learning
    D. Self-Management

VIII. Safety/Wellness
    A. Safety
    B. Health
    C. Wellness

SCANS Foundation Skills and SCANS Skill Competencies are to be incorporated into all aspects of the general related class.

Cooperative Education Related Class Standards

This section contains the content standards and performance expectations for the related class instruction for students enrolled in cooperative education programs. These content standards and performance expectations represent what students should know and be able to do after completing the cooperative education related class. The concepts, skills, and attitudes basic to occupational competence are taught as principles in school and tested on-the-job.

Various topics should be integrated throughout the curriculum both in the classroom and on the job.

CO-OP 1   Career Planning

CO-OP 1.1   Content Standard: Students understand the process involved in planning a career.

Performance Expectations
CO-OP 1.1.1 Identify workplace trends
CO-OP 1.1.2 Research career pathways related to field of interest
CO-OP 1.1.3 Establish career goals
CO-OP 1.1.4 Demonstrate the decision making process
CO-OP 1.1.5 Create a career plan

CO-OP 2   Communication

CO-OP 2.1   Content Standard: Students demonstrate proficiency in communication skills.

Performance Expectations
CO-OP 2.1.1 Select and use appropriate technological communication
CO-OP 2.1.2 Identify and demonstrate verbal and non-verbal communication in the classroom and workplace
CO-OP 2.1.3 Demonstrate listening, reading, speaking, and writing on the job and in the classroom

CO-OP 3   Computation

CO-OP 3.1   Content Standard: Students show proficiency in computation and problem solving.

Performance Expectations
CO-OP 3.1.1 Demonstrate basic mathematical operations
CO-OP 3.1.2 Solve problems using algebraic methods
CO-OP 3.1.3 Select and use appropriate standards of measure
CO-OP 3.1.4 Apply basic statistical procedures
CO-OP 3.1.5 Apply the problem-solving model

CO-OP 4   Economics

CO-OP 4.1   Content Standard: Students understand basic economic concepts.

Performance Expectations
CO-OP 4.1.1 Define supply and demand
CO-OP 4.1.2 Identify factors that cause changes in market supply and demand
CO-OP 4.1.3 Analyze the risks/rewards of entrepreneurship

CO-OP 5   Employment

CO-OP 5.1   Content Standard: Students demonstrate knowledge of employment strategies.

Performance Expectations
CO-OP 5.1.1 Prepare a career portfolio
CO-OP 5.1.2 Demonstrate interviewing skills

CO-OP 5.2   Content Standard: Students show proficiency in using computer software.

Performance Expectations
CO-OP 5.2.1 Select and use appropriate software
CO-OP 5.2.2 Utilize industry-specific software

CO-OP 6   Human Relations

CO-OP 6.1   Content Standard: Students understand and apply the personal qualities that affect success.

Performance Expectations
CO-OP 6.1.1 Demonstrate appropriate appearance for various occasions
CO-OP 6.1.2 Utilize appropriate etiquette for various occasions
CO-OP 6.1.3 Distinguish between ethical and non-ethical behaviors
CO-OP 6.1.4 Evaluate feedback to improve job performance
CO-OP 6.1.5 Demonstrate a positive customer/client attitude

CO-OP 6.2   Content Standard: Students understand the importance of group dynamics.

Performance Expectations
CO-OP 6.2.1 Identify issues between employers and employees
CO-OP 6.2.2 Explain procedures to take against sexual harassment
CO-OP 6.2.3 Apply effective team and leadership skills

CO-OP 6.3   Content Standard: Students understand diversity.

Performance Expectations
CO-OP 6.3.1 Identify the benefits of diversity in the workplace
CO-OP 6.3.2 Describe examples of discrimination forbidden by law
CO-OP 6.3.3 Identify laws that prohibit discrimination

CO-OP 7   Life Skills

CO-OP 7.1   Content Standard: Students show proficiency in financial management.

Performance Expectations
CO-OP 7.1.1 Apply decision making in on-the-job and personal financial management
CO-OP 7.1.2 Demonstrate use of financial services

CO-OP 7.2 Content Standard: Students understand employee/employer legal rights.

Performance Expectations
CO-OP 7.2.1 Explain the responsibilities of an employee
CO-OP 7.2.2 Describe the major parts of a legal contract
CO-OP 7.2.3 Explain laws in the workplace that protect the worker

CO-OP 7.3 Content Standard: Students understand opportunities for self-learning.

Performance Expectations
CO-OP 7.3.1 Describe continuing education programs in your community
CO-OP 7.3.2 Identify community programs designed to assist families
CO-OP 7.3.3 Outline methods of upgrading workplace skills

CO-OP 7.4 Content Standard: Students demonstrate self-management.

Performance Expectations
CO-OP 7.4.1 Describe strategies for balancing work roles and family responsibilities
CO-OP 7.4.2 Develop strategies for improving time management
CO-OP 7.4.3 Identify opportunities to work from home

CO-OP 8   Safety/Wellness

CO-OP 8.1 Content Standard: Students understand safety practices.

Performance Expectations
CO-OP 8.1.1 Identify causes of accidents and apply safety procedures to prevent accidents
CO-OP 8.1.2 Describe how costs of accidents affect workers, employers, and the economy
CO-OP 8.1.3 Identify governmental agencies that protect people's health and safety

CO-OP 8.2 Content Standard: Students understand ways to maintain good health/wellness.

Performance Expectations
CO-OP 8.2.1 Explain the guidelines needed to stay physically healthy
CO-OP 8.2.2 Assess stress factors in the workplace and at home
CO-OP 8.2.3 Apply the principles of anger management

Note: Sample of course syllabi may be found in Appendix A

Indiana's Academic Standards
Integrated into Cooperative Education Programs

The following is a listing of Indiana Academic Standards that have been integrated into the cooperative education program related class instruction and/or on-the-job training through various projects and activities. This is not an all-inclusive list.

English/Language Arts

Standard 2

Reading: Comprehension and Analysis of Nonfiction and Informational Text

Students read and understand grade-level-appropriate material.

Analysis of Grade-Level-Appropriate Text
12.2.3 Verify and clarify facts presented in several types of expository texts by using a variety of public or historical documents, such as government, consumer, or workplace documents, and others.
Example: Verify information in state and federal work safety laws by checking with an employer about internal company policies on employee safety**.**

Standard 4
Writing: Processes and Features

Students write coherent and focused texts that show a well-defined point of view and tightly reasoned argument. The writing demonstrates students' progression through the stages of the writing process (prewriting, writing, editing and revising).

Organization and Focus
12.4.2 Demonstrate an understanding of the elements of discourse, such as purpose, speaker, audience and form, when completing narrative, expository, persuasive, or descriptive writing assignments.
12.4.4 Structure ideas and arguments in a sustained and persuasive way and support them with precise and relevant examples.
12.4.6 Use language in creative and vivid ways to establish a specific tone.

Research Process and Technology

12.4.7 Develop presentations using clear research questions and creative and critical research strategies, such as conducting field studies, interviews, and experiments; researching oral histories; and using Internet sources.

12.4.8 Use systematic strategies to organize and record information, such as anecdotal scripting or creating annotated bibliographies.
12.4.9 Use technology for all aspects of creating, revising, editing and publishing.

Evaluation and Revision
12.4.10 Accumulate, review and evaluate written work to determine its strengths and weaknesses and to set goals as a writer.
12.4.11 Revise, edit and proofread one's own writing, as well as that of others, using an editing checklist.
12.4.12 Further develop unique writing style and voice, improve sentence variety and enhance subtlety of meaning and tone in ways that are consistent with the purpose, audience and form of writing.

Standard 5
Writing: Applications (Different Types of Writing and Their Characteristics)

At Grade 12, students continue to combine the rhetorical strategies of narration, exposition, persuasion, and description; to produce reflective compositions, historical investigation reports, and job applications and résumés; and to deliver multimedia presentations. Student writing demonstrates a command of Standard English and the research, organizational, and drafting strategies outlined in Standard 4 — Writing Processes and Features. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.

In addition to producing the different writing forms introduced in earlier grades, Grade 12 students use the writing strategies outlined in Standard 4 — Writing Processes and Features to:

12.5.5 Write job applications and résumés that:
- Provide clear and purposeful information and address the intended audience appropriately.
- Use varied levels, patterns and types of language to achieve intended effects and aid comprehension.
- Modify the tone to fit the purpose and audience.
- Follow the conventional style for that type of document (a résumé or cover letter of application) and use page formats, fonts (typefaces), and spacing that contribute to the readability and impact of the document.

   Example: Respond to a classified advertisement for a position in a field of interest or complete an application for college. Include a résumé and a detailed cover letter, outlining your skills and their match to the requirements of the position or the school.

12.5.7   Use precise technical or scientific language when appropriate for topic and audience.

   Example: Use the vocabulary of a particular trade, profession, or group only when writing for that specific audience.

12.5.8   Deliver multimedia presentations that:
- Combine text, images and sound and draw information from many sources, including television broadcasts, videos, films, newspapers, magazines, CD-ROMs, the Internet and electronic media-generated images.
- Select an appropriate medium for each element of the presentation.
- Use the selected media skillfully, editing appropriately and monitoring for quality.
- Test the audience's response and revise the presentation accordingly.

   Example: Prepare a commencement presentation that will appeal to fellow graduates as well as their relatives and friends and to other students in the audience. Include clips of television broadcasts, videos, films, and music that were significant in some way to the class.

Standard 6
Writing: English Language Conventions

Students write using Standard English conventions.

12.6.1 Demonstrate control of grammar, diction, and paragraph and sentence structure, as well as an understanding of English usage.
12.6.2 Produce writing that shows accurate spelling and correct punctuation and capitalization.

12.6.3 Apply appropriate manuscript conventions in writing-including title page presentation, pagination, spacing and margins-and integration of source and support material, by citing sources within the text, using direct quotations and paraphrasing.

Standard 7
Listening and Speaking: Skills, Strategies, and Applications

Students formulate thoughtful judgments about oral communication. They deliver focused and coherent presentations that convey clear and distinct perspectives and demonstrate solid reasoning. Students deliver polished formal and extemporaneous presentations that combine traditional speech strategies of narration, exposition, persuasion, and description. They use gestures, tone, and vocabulary appropriate to the audience and purpose. Students use the same Standard English conventions for oral speech that they use in their writing.

Organization and Delivery of Oral Communication
12.7.4 Use logical (*ad hominem*: arguing from a personal perspective; *ad populum*: appealing to the people), ethical, and emotional appeals that enhance a specific tone and purpose.
12.7.6 Use effective and interesting language, including informal expressions for effect, Standard English for clarity and technical language for specificity.
12.7.8 Evaluate when to use different kinds of effects (including visuals, music, sound, and graphics) to create effective productions.

Analysis and Evaluation of Oral and Media Communications

12.7.9 Analyze strategies used by the media to inform, persuade, entertain, and transmit culture (including advertising; perpetuating stereotypes; and using visual representations, special effects, and language).

12.7.16 Deliver reflective presentations that:

- explore the significance of personal experiences, events, conditions, or concerns, using appropriate speech strategies, including narration, description, exposition, and persuasion.

- draw comparisons between the specific incident and broader themes and to illustrate beliefs or generalizations about life.

- maintain a balance between describing the incident and relating it to more general, abstract ideas.

Source: *Indiana's Academic Standards 12ᵗʰ Grade English/Language Arts,* Indiana Department of Education, June 2006.

Algebra I

Standard 9
Mathematical Reasoning and Problem Solving

Students use a variety of strategies to solve problems.

A1.9.1 Use a variety of problem solving strategies, such as drawing a diagram, making a chart, guess-and-check, solving a simpler problem, writing an equation and working backwards.

Example: Fran has scored 16, 23, and 30 points in her last three games. How many points must she score in the next game so that her four-game average does not fall below 20 points?

A1.9.2 Decide whether a solution is reasonable in the context of the original situation.

Example: John says the answer to the problem in the first example is 10 points. Is his answer reasonable? Why or why not?

Source: *Indiana's Academic Standards Algebra I,* Indiana Department of Education, August 2006.

Algebra II

Standard 6
Algebraic Fractions

Students use negative and fractional exponents. They simplify algebraic fractions and solve equations involving algebraic fractions. They solve problems of direct, inverse, and joint variation.

A2.6.2 Add, subtract, multiply, divide, and simplify algebraic fractions.
Example: Simplify $\frac{x^2-4}{x^5} \div \frac{x^3-8}{x^8}$.

A2.6.5 Solve word problems involving fractional equations.

Example: Two students, working independently, can complete a particular job in 20 minutes and 30 minutes, respectively. How long will it take to complete the job if they work together?

Standard 9
Counting Principles and Probability

Students use fundamental counting principles to compute combinations, permutations, and probabilities.

A2.9.1 Understand and apply counting principles to compute combinations and permutations.

Example: There are five students who work in a bookshop. If the bookshop needs three people to operate, how many days straight could the bookstore operate without the same group of students working twice?

Standard 10
Mathematical Reasoning and Problem Solving

Students use a variety of strategies to solve problems.

A2.10.1 Use a variety of problem solving strategies, such as drawing a diagram, guess-and-check, solving a simpler problem, writing an equation, and working backwards.

Example: The swimming pool at Roanoke Park is 24 feet long and 18 feet wide. The park district has determined that they have enough money to put a walkway of uniform width, with a maximum area of 288 square feet, around the pool. How could you find the maximum width of a new walkway?

A2.10.2 Decide whether a solution is reasonable in the context of the original situation.

Example: John says the answer to the problem in the first example is 20 feet. Is that reasonable?

Source: *Indiana's Academic Standards Algebra II,* Indiana Department of Education, August 2006.

Social Studies

Economics

Standard 1
Scarcity and Economics Reasoning

Students will understand that productive resources are limited; therefore, people, institutions and governments cannot have all the goods and services they want. As a result, people, institutions and governments must choose some things and give up others.

E.1.1   Define each of the productive resources (natural, human, capital) and explain why they are necessary for the production of goods and services. (Geography)

E.1.2   Explain how consumers and producers confront the condition of scarcity by making choices which involve opportunity, costs and tradeoffs.

E.1.3   Explain the function of profit in a market economy as an incentive for entrepreneurs to accept the risks of business failure.

E.1.4   Describe how people respond predictably to positive and negative incentives.

Standard 2
Supply and Demand

Students will understand the role that supply and demand, prices, and profits play in determining production and distribution in a market economy.

E.2.1   Define supply and demand.

E.2.2   Identify factors that cause changes in market supply and demand.

E.2.9   Demonstrate how government wages and price controls, such as rent controls and minimum wage laws, create shortages and surpluses. (Government)

Standard 3
Market Structures

Students will understand the organization and role of business firms and analyze the various types of market structures in the United States economy.

E.3.1   Compare and contrast the following forms of business organizations: sole proprietorships, partnerships and corporations.

E.3.3   Recognize that economic institutions, such as labor unions, nonprofit organizations and cooperatives, evolve in market economies to help members and clients accomplish their goals. (Government; Individuals, Society and Culture)

Standard 4
The Role of Government

Students will understand that typical microeconomic roles of government in a market or mixed economy are the provision of public goods and services, redistribution of income, protection of property rights, and resolution of market failures.

E.4.5   Explore the ways that tax revenue is used in the community. (Government)

E.4.6   Identify taxes paid by students. (Government)

E.4.7   Define progressive, proportional and regressive taxation. (Government)

E.4.8   Determine whether different types of taxes (including income, sales and social security) are progressive, proportional, or regressive. (Government)

Standard 6
Money and the Role of Financial Institutions

Students will understand the role of money and financial institutions in a market economy.

E.6.4   Explain how interest rates act as an incentive for savers and borrowers.

E.6.6   Compare and contrast credit, savings and investment services available to the consumer from financial institutions.

E.6.8   Research and monitor financial investments, such as stocks, bonds and mutual funds.

E.6.9   Analyze the difference in borrowing costs using various rates of interest when purchasing a major item, such as a car or house.

E.6.10 Formulate a savings or financial investment plan for a future goal.

Source: *Indiana's Academic Standards Economics,* Indiana Department of Education, October 2007.

SCANS Skill Competencies

The following is a description of the performance-based skills established by the United States Department of Labor Secretary's Commission on Achieving Necessary Skills. SCANS competencies are built around a three-part foundation of basic skills, thinking skills, and personal qualities that together reflect the skills necessary for the changing workplace. They also include resources, interpersonal, information, systems, and technology. ***http://wdr.doleta.gov/SCANS/***

Resources: Identifies, organizes, plans and allocates resources

A. Time—selects goal-relevant activities, ranks them, allocates time and prepares and follows schedules.
B. Money—uses or prepares budgets, makes forecasts, keeps records and makes adjustments to meet objectives
C. Material and Facilities—acquires, stores, allocates and uses materials or space efficiently
D. Human Resources—assesses skills and distributes work accordingly, evaluates performance and provides feedback

Interpersonal: Works with others

A. Participates as a Member of a Team—contributes to group effort
B. Teaches Others New Skills
C. Serves Clients/Customers—works to satisfy customers' expectations
D. Exercises Leadership—communicates ideas to justify position, persuades and convinces others, responsibly challenges existing procedures and policies
E. Negotiates—works toward agreements involving exchange of resources, resolves divergent interests
F. Works with Diversity—works well with men and women from diverse backgrounds

Information: Acquires and uses information

A. Acquires and Evaluates Information
B. Organizes and Maintains Information
C. Interprets and Communicates Information
D. Uses Computers to Process Information

Systems: Understands complex inter-relationships

A. Understands Systems—knows how social, organizational and technological systems work and operates effectively with them
B. Monitors and Corrects Performance—distinguishes trends, predicts impacts on system operations, diagnoses deviations in systems' performance and corrects malfunctions

Technology: Works with a variety of technologies

A. Selects Technology—chooses procedures, tools, or equipment including computers and related technologies
B. Applies Technology to Task—understands overall intent and proper procedures for setup and operation of equipment
C. Maintains and Troubleshoots Equipment—prevents, identifies, or solves problems with equipment, including computers and other technologies

SCANS Foundation Skills

A. Basic Skills *http://wdr.doleta.gov/SCANS/*

Reading—Locates, understands and interprets written information in prose and documents, including manuals, graphs and schedules, to perform tasks; learns from text by determining the main idea or essential message; identifies relevant details, facts and specifications; infers or locates the meaning of unknown or technical vocabulary; and judges the accuracy, appropriateness, style and plausibility of reports, proposals, or theories of other writes.

Writing—Communicates thoughts, ideas, information and messages in writing; records information completely and accurately; composes and creates documents such as letters, directions, manuals, reports, proposals, graphs and flow charts with the language, style, organization and format appropriate to the subject matter, purpose and audience; includes, where appropriate, supporting documentation and attends to level of detail; and checks, edits and revises for correct information, appropriate emphasis, form, grammar, spelling and punctuation.

Arithmetic—Performs basic computations; uses basic numerical concepts such as whole numbers and percentages in practical situations; makes reasonable estimates of arithmetic results without a calculator; and uses tables, graphs, diagrams and charts to obtain or convey quantitative information.

Mathematics—Approaches practical problems by choosing appropriately from a variety of mathematical techniques; uses quantitative data to construct logical explanations for real world situations; expresses mathematical ideas and concepts orally and in writing; and understands the role of chance in the occurrence and prediction of events.

Listening—Receives, attends to, interprets and responds to verbal messages and other cues such as body language in ways that are appropriate to the purpose—for example, to comprehend, learn critically, evaluate, appreciate, or support the speaker.

Speaking—Organizes ideas and communicates oral messages appropriate to listeners and situations; participates in conversation, discussion and group presentations; selects an appropriate medium for conveying a message; uses verbal language and other cues such as body language in a way appropriate in style, tone and level of complexity to the audience and the occasion; speaks clearly and communicates a message; understands and responds to listener feedback and ask questions when needed.

B. Thinking Skills

Creative Thinking—Generates new ideas by making nonlinear or unusual connections, changing or reshaping goals and imagining new possibilities; and uses imagination freely, combining ideas or information in new ways, making connections between seemingly unrelated ideas and reshaping goals in ways that reveal new possibilities.

Decision Making—Specifies goals and constraints, generates alternatives, considers risks and evaluates and chooses best alternatives.

Problem Solving—Recognizes that a problem exists (i.e., that there is a discrepancy between what is and what should be); identifies possible reasons for the discrepancy; devises and implements a plan of action to resolve it; and evaluates and monitors progress, revising the plan as indicated by findings.

Mental Visualization—Sees things in the mind's eye by organizing and processing symbols, pictures, graphs, objects, or other information—for example, sees a building from a blueprint, a system's operation from schematics, the flow of work activities from narrative descriptions, or the taste of food from reading a recipe.

Knowing How to Learn—Recognizes and can use learning techniques to apply and adapt existing and new knowledge and skills in both familiar and changing situations; and is aware of learning tools such as personal learning styles (visual, aural, etc.), formal learning strategies (note taking or clustering items that share some characteristics) and informal learning strategies (awareness of unidentified false assumptions that may lead to faulty conclusions).

Reasoning—Discovers a rule or principle underlying the relationship between two or more objects and applies it in solving a problem—for example, uses logic to draw conclusions from available information, extracts rules or principles from a set of objects or a written text, or applies rules and principles to a new situation (or determines which conclusions are correct when given a set of facts and conclusions).

C. Personal Qualities

Responsibility—Exerts a high level of effort and perseverance toward goal attainment, works hard to become excellent at doing tasks by setting high standards; pay attention to details; working well even when assigned an unpleasant task; and display a high level of concentration; and displays high standards of attendance, punctuality, enthusiasm, vitality and optimism in approaching and completing task.

Self-Esteem—Believes in own self-worth and maintains a positive view of self, demonstrates knowledge of own skills and abilities, is aware of one's impressions on others, and knows own emotional capacity and needs and how to address them.

Sociability—Demonstrates understanding, friendliness, adaptability, empathy and politeness in new and ongoing group settings; asserts self in familiar and unfamiliar social situations; relates well to others; responds appropriately as he situation requires; and takes an interest in what others say and do.

Self-Management—Accurately assesses own knowledge, skills and abilities; sets well-defined and realistic personal goals; monitors progress toward goal attainment and motivates self through goal achievement; and exhibits self-control and responds to feedback unemotionally and non-defensively.

Integrity/Honesty—Recognizes when being faced with making a decision or exhibiting behavior that may break with commonly held personal or societal values; understands the effects of violating these beliefs and codes on an organization, oneself, and others; and chooses an ethical course of action.

Source: *What Work Requires of Schools, A SCANS Report for America 2000*, U.S. Department of Labor, 1991.

Unit CO-OP 1:   Career Planning

Content Standard CO-OP 1.1:   Students understand the process involved in planning a career.

Note: The concepts and applications in this unit can be interspersed in the related class curriculum and need not be taught as a separate unit.

Performance Expectations	*Instructional Strategies*	*Assessment Strategies*	*Supplementary Resources*
CO-OP 1.1.1 Identify workplace trends	Present information		*Preparing for Career Success, Ch. 14* Jist Publishing Co. 2000 ISBN 1-59357-208-5, 2005 *Learning For Earning, Ch. 2* Goodheart-Wilcox Co. Inc. ISBN 1-59070-551-3 2006 *Working, Ch. 1* Thomson-Southwestern 2007 ISBN 0-538-44404-5 *From School to Work, Ch. 13* Goodheart-Willcox Co., Inx. J.J. Littrell, James H. Lorenz, Harry T. Smith, 2006 ISBN 1-59070-560-2
CO-OP 1.1.2 Research career pathways related to field of interest	Interview employers Attend career speaker presentation of annual report Use Internet sites and trade magazines to research employment opportunities	Survey Rubric Checklist	*Occupational Outlook Handbook* http://www.bls.gov/oco *Dictionary of Occupational Titles* http://www.occupationalinfo.org/ *Speakers Bureau* *Discover Program* www.act.org/**discover** *(must have license)* *Local newspaper* *Trade magazines* *Learning For Earning, Ch. 4, 5* *Working, Ch. 13* *Preparing for Career Success, Ch. 1*

Performance Expectations	*Instructional Strategies*	*Assessment Strategies*	*Supplementary Resources*
CO-OP 1.1.3 Establish career goals	Take interest, values, skills, and personality assessments	Checklist	*Succeeding in the World of Work* Workbook, Ch. 2 Glencoe McGraw-Hill ISBN 0-07-867627-4 2006 *Working, Ch. 12* *Preparing for Career Success, Ch. 3* *Bridges* http://www.bridges.com
CO-OP 1.1.4 Demonstrate the decision making process	Write a career report	Rubric	*Career consultant/mentor* *Discover Program* *www.act.org/discover* Bridges Software http://www.bridges.com *Working, Ch. 12* *From School to Work, Ch. 15* *Learning for Earning, Ch. 8* *Preparing for Career Success, Ch. 4*
CO-OP 1.1.5 Create a career plan	Survey mentors concerning part-time positions leading to full time employment Establish short-range, medium-range, and long-range career goals Consult counselors and teachers to identify education classes needed to prepare for job/career Use S-O-L-V-E to make a decision	Interview Student Self-evaluation Project	*From School to Work, Ch. 15* *Working, Ch. 14* *Preparing for Career Success, Ch. 5, 6* *Learning for Earning, Ch. 10*

Unit CO-OP 2:   Communications

Content Standard CO-OP 2.1:   Students demonstrate proficiency in communication skills.

Performance Expectations	Instructional Strategies	Assessment Strategies	Supplementary Resources
CO-OP 2.1.1 Select and use appropriate technological communication	Select and use appropriate communication technology to create a Job Presentation about student's specific job	Presentation	Handout on Power Point presentations (Appendix A) Digital Camera
	Select and use appropriate communication technology to create a Safety Manual for student's specific job	Project	Flatbed Scanner *Preparing for Career Success, Ch. 7 Working, Ch. 19*
	Select and use appropriate communication technology to create Employee Handbook for student's specific job	Score sheet	
	Select and use appropriate computer programs to create student's portion of Video for Employers Appreciation Banquet	Presentation	
CO-OP 2.1.2 Identify and demonstrate verbal and non-verbal communication in the classroom and workplace	In groups, students construct a puzzle using non-verbal communication	Teacher observation	*Preparing for Career Success, Ch. 6* *Working, Ch. 15*
	Students sit back to back in pairs; one student gives the other verbal instructions on how to draw a picture	Project	*Learning for Earning, Ch. 19*
	Each student writes the instruction/directions to perform a specific job task/duty	Student Self-Evaluation	
CO-OP 2.1.3 Demonstrate listening, reading, speaking, and writing on the job and in the classroom	Previous assignments of Job Presentation, Safety Manual, Video, and Employee Manual		*Preparing for Career Success, Ch. 6* *Working, Ch. 15*
	Students identify number of times they use writing on the job	Log	*From School to Work, Ch. 5*

Unit CO-OP 3:   Computation

Content Standard CO-OP 3.1:   Students demonstrate proficiency in computation and problem solving.

Performance Expectations	Instructional Strategies	Assessment Strategies	Supplementary Resources
CO-OP 3.1.1 Demonstrate basic mathematical operations	Calculate hours worked and wages earned on weekly work reports	Paper and Pencil Test	*Weekly Wage and Hour Forms*
	Complete pre-employment math skills testing	Paper and Pencil Test	*Employment tests from various companies*
	Solve problems that involve whole numbers, decimals, and fractions and use appropriate conversions when necessary	Paper and Pencil Test	*Working, Ch. 16* *Learning For Earning* Ch. 17
	Solve problems that involve percents, ratios, averages, and proportions and use appropriate conversions when necessary	Paper and Pencil Test	*Math Skill Enhancement Paradigm Publishing, Inc. ISBN 1-56118-261-3 1994*
	Solve various problems using a calculator and long-hand methods	Paper and Pencil Test	*Math For Workplace Success Paradigm Publishers, Inc ISBN 1-56118-257-5 1991*
	Create a list of examples where mathematical skills are utilized daily on the job. Present orally to the class (Students)	Presentation	*Math for Workplace Success* *Math For Employment Educational Design, Inc.*
	Make exact change using fewest numbers of coins. Count it back	Demonstration	*ISBN 0-87694-366-0 1997*
	Prepare checkbook register. Reconcile checking account	Project	*Preparing for Career Success, Ch. 14*
CO-OP 3.1.2 Solve problems using algebraic methods	Construct and solve an algebraic equation for a given problem	Paper and Pencil Test	*Succeeding in the World of Work (end of each chapter)*
	Solve for the unknown variable in an equation	Paper and Pencil Test	*From School to Work, Ch. 6*
	Apply the order of operations principle when using mathematical processes	Check list	*Math Skill Enhancement Math For Workplace Success Math For Employment*

Performance Expectations	*Instructional Strategies*	*Assessment Strategies*	*Supplementary Resources*
CO-OP 3.1.3 Select and use appropriate standards of measure	Prepare a list of measures used in the workplace and share it orally with the class	Presentation	*Learning for Earning, Ch. 17* *Working, Ch. 16*
	Measure common items and make appropriate conversions	Score Sheet	
CO-OP 3.1.4 Apply basic statistical procedures	List examples of statistical procedures in the workplace. Share information with the class with an oral report.	Presentation	*From School to Work, Ch 6* *http://www.BLS.gov*
	Interpret statistics	Class discussion	
	Construct a table representing employee salaries at various levels. Find the mean, median, and mode	Project	
	Internet Activity: Research sports information and complete sports statistics. (This activity may also include preparing spreadsheets and graphs to display information)	Score sheet	
CO-OP 3.1.5 Apply the problem-solving model	Construct a poster displaying the six-step problem-solving process	Score sheet	*Succeeding in the World of Work-Ch 16* *Internet Resources*
	Research recalls	Project	*From School to Work, Ch 4*
	Identify a problem at work and use the problem-solving model to solve it. Prepare a written report	Rubric	*Preparing for Career Success, Ch. 4*
	Solve various workplace scenarios	Paper and Pencil test	

Unit CO-OP 4:   Economics

Content Standard CO-OP 4.1:   Students understand basic economic concepts.

Performance Expectations	Instructional Strategies	Assessment Strategies	Supplementary Resources
CO-OP 4.1.1 Define supply and demand	Write an explanation of supply and demand	Class discussion	*Succeeding in the World of Work, Ch 19* *Working, Ch. 21* *From School to Work, Ch. 21* *Learning for Earning,* Ch. 2 *Preparing for Career Success, Ch. 15*
CO-OP 4.1.2 Identify factors that cause changes in market supply and demand	Students construct chart reflecting things that cause changes in supply and demand Students chart inflation rates over the last twenty years	Score sheet Project	Internet sources: http://ingrimayne.saintjoe.edu/econ/ *From School to Work, Ch. 21* *Learning for Earning,* Ch. 2
CO-OP 4.1.3 Analyze the risk/rewards of entrepreneurship	Resource speaker or panel of small business owners addresses student-generated questions Students write 150-word report describing how the business cycle might affect their future career choices Students interview small business owners or self-made millionaires Visit Junior Achievement Reality Store	Writing/Essay Writing rubric Interview Check-list	*Learning for Earning,* Ch. 6 *Working, Ch. 20* *From School to Work, Ch. 22*

Unit CO-OP 5: Employment

Content Standard CO-OP 5.1: Students demonstrate knowledge of employment strategies.

Performance Expectations	Instructional Strategies	Assessment Strategies	Supplementary Resources
CO-OP 5.1.1 Prepare a career portfolio	Skim appropriate pages/sections in textbook Prepare a résumé Prepare a cover letter	Teacher observation Rubric Rubric	*http://www.quintcareers.com* *Working, Ch. 4* *From School to Work, Ch. 16* *Purdue Campus Recruiting and Job Search Manual*
CO-OP 5.1.2 Demonstrate interviewing skills	Human Resource Speaker Video on Interviewing Skills Participate in Mock Interviews	Student notes Demonstration Check-list	*Learning for Earning,* Ch. 12 *Preparing for Career Success, Ch. 9* *Working, Ch. 5* *From School to Work, Ch. 18*

Unit CO-OP 5:   Employment

Content Standard CO-OP 5.2:   Students demonstrate proficiency in using computer software.

Performance Expectations	Instructional Strategies	Assessment Strategies	Supplementary Resources
CO-OP 5.2.1 Select and use appropriate software	Previous projects of Safety Manual, Job Presentation, Job Manual, Power Point Presentation, Digital camera use	Rubric	*Working, Ch. 19* *From School to Work, Ch. 7*
CO-OP 5.2.2 Utilize industry-specific software	Students correctly use industry-specific software programs while on the job	Demonstration	

Unit CO-OP 6:   Human Relations

Content Standard CO-OP 6.1:   Students understand and apply the personal qualities that affect success.

Performance Expectations	Instructional Strategies	Assessment Strategies	Supplementary Resources
CO-OP 6.1.1 Demonstrate appropriate appearance for occasion	Resource Speaker on Grooming Construct pamphlet displaying different kinds of dress for various occasions using magazine pictures. Students dress for mock interviews Students dress for CTSO competition Students dress for Employer Appreciation Banquet	Student Notes Presentation Rubric Score sheet Teacher observation	*Learning for Earning,* Ch. 20 *DECCA National Guide* *Preparing for Career Success, Ch. 9, 10* *Working, Ch. 11*
CO-OP 6.1.2 Utilize appropriate etiquette for occasion	Present information Examine case studies on use of etiquette Write an Emily Post column on etiquette Specific information on etiquette at business lunches and for Employer Appreciation Banquet Resource speakers from business and industry	Presentation Score sheet Writing/Essay	http://www.executiveplanet.com/ *Working, Ch. 6*

Performance Expectations	Instructional Strategies	Assessment Strategies	Supplementary Resources
CO-OP 6.1.3 Distinguish between ethical and non-ethical behaviors	Define ethics	Paper and Pencil Test	*Not For Sale—Ethics in the American Workplace* Sunburst Communications Pleasantville, NY 10570 (800) 431-1934
	Journal a list of ethical behavior the students observe in the workplace	Journal	
	Share personal experiences of ethical and non-ethical behavior in the workplace	Teacher observation	*Preparing for Career Success, Ch. 12*
	Examine Case Studies of ethical and non-ethical behavior in the workplace	Score sheet	*Working, Ch. 6*
	Write personal code of ethics for the workplace	Project	*From School to Work, Ch. 3*
CO-OP 6.1.4 Evaluate feedback to improve job performance	Write goals for self-improvement using workplace evaluation as guidelines	Student Self-evaluation	*Learning for Earning,* Ch. 13
			Student Evaluations
	Conference with Coordinator using workplace evaluation	Interview	Training Plans
	Training Plan update	Student Self-evaluation	*Preparing for Career Success, Ch. 11,12*
			Working, Ch. 10
CO-OP 6.1.5 Demonstrate a positive customer/client attitude	Students evaluate specific workplace situations and identify positive attitudes	Score sheet	*Company Policies on customer service*
			Working, Ch. 9
	Students share personal experiences in the workplace	Presentation	
	Resource Speaker on Customer Service	Student Notes	

Unit CO-OP 6:   Human Relations

Content Standard CO-OP 6.2:   Students understand the importance of group dynamics.

Performance Expectations	Instructional Strategies	Assessment Strategies	Supplementary Resources
CO-OP 6.2.1 Identify issues between employers and employees	Case Studies Students share personal experiences in the workplace	Score sheet Presentation	*Learning for Earning,* Ch. 14 *Preparing for Career Success, Ch. 11* *Working, Ch. 7*
CO-OP 6.2.2 Explain procedures to take against sexual harassment	Review business/industry policies and procedures on sexual harassment Review the laws View video In career areas, students write policy and procedures for sexual harassment in the workplace	Teacher observation Paper and Pencil Test Student Observation Project	*Learning for Earning, Ch. 3* *Preparing for Career Success, Ch. 14* Business/Industry Employee Handbook/Manuals *"What is Sexual Harassment?"* ISBN 0-917159-67-5 Catalog No. 171 *Working, Ch. 8* *From School to Work, Ch. 20* The Learning Seed, 330 Telser Road Lake Zurich, IL 60047 (800) 634-4941
CO-OP 6.2.3 Apply effective team and leadership skills	Students divide into teams to construct a puzzle together Students build boxes-assigned roles Students demonstrate parliamentary procedure As a team, groups of students create and market to the class a product using materials given.	Teacher observation Score sheet Demonstration Rubric	*Learning for Earning, Ch. 14, 22* *Working, Ch. 18* *From School to Work, Ch. 10* Handout *WORKPLACE READINESS* Teamwork Unit

Unit CO-OP 6:　　　　　　　　Human Relations

Content Standard CO-OP 6.3:　　　Students understand diversity.

Performance Expectations	Instructional Strategies	Assessment Strategies	Supplementary Resources
CO-OP 6.3.1 Identify the benefits of diversity in the workplace	Define diversity Resource speaker from local diversity program In groups, list benefits of diversity in the workplace Video Survey workplace	Teacher Observation Student notes Score sheet Paper and Pencil Test Presentation	*A Tale of O, On Being Different* video Goodmeasure, Inc. One Memorial Drive Cambridge, MA 02142 *Working,* Ch. 8 *From School to Work,* Ch. 20
CO-OP 6.3.2 Describe examples of discrimination forbidden by law	Discuss poster from Department of Labor In career area groups, student write an anti-discrimination statement that could be used in employee handbooks Attend a court hearing on discrimination	Teacher Observation Writing/Essay Log & Journal	*Learning for Earning,* Ch. 3 Business/Industry Employee Handbooks/Manuals *Preparing for Career Success,* Ch. 12
CO-OP 6.3.3 Identify the laws that prohibit discrimination	Research examples of discrimination in court cases in the last decade. Then write a 2-3 page report on laws/court cases	Project	*http://www.eeoc.gov* *Learning for Earning,* Ch. 3 *Working,* Ch. 28 *From School to Work,* Ch. 20

Unit CO-OP 7: Life Skills

Content Standard CO-OP 7.1: Students demonstrate proficiency in financial management.

Performance Expectations	Instructional Strategies	Assessment Strategies	Supplementary Resources
CO-OP 7.1.1 Apply decision making in on-the-job and personal financial management	Journal expenses and income and then evaluate personal financial management List ways poor financial management can affect the workplace Examine a credit report and evaluate for credit worthiness Resource speaker on financial management	Journal Teacher observation Score sheet Student Notes	*Learning for Earning,* Ch. 23, 24 http://www.freecreditreport.com *Preparing for Career Success, Ch. 17* *Working, Ch. 23, 24* *From School to Work, Ch. 25*
CO-OP 7.1.2 Demonstrate use of financial services	Research and evaluate services of various financial institutions, i.e. loans, savings, checking, etc. Complete amortization chart Figure simple interest and credit costs Resource speaker on financial services and careers Complete checking account packet Set up accounts on individual software	Project Project Paper and Pencil Test Student Notes Project Check-list	*Learning for Earning,* Ch. 25 - 26 http://www.hsh.com http://ray.met.fsu.edu/~bret/amortize.html http://realestate.yahoo.com/realestate/calculators/amortization.html Banking Services Packet-local banks/credit unions Computer software programs--i.e. Quicken, QuickBooks, Money *Working, Ch. 23, 24* *From School to Work, Ch. 26*

Unit CO-OP 7:   Life Skills

Content Standard CO-OP 7.2:   Students understand employee/employer legal rights.

Performance Expectations	*Instructional Strategies*	*Assessment Strategies*	*Supplementary Resources*
CO-OP 7.2.1 Explain the responsibilities of an employee	Overheads Examine samples of company policies Write a job description Complete job manual previously assigned	Teacher Observation Checklist Writing/Essay Rubric	*Learning for Earning,* Ch. 13, 17 Company Handbook *Succeeding in the World of Work –Ch 8, 9, 16* *Preparing for Career Success, Ch. 12* *Working, Ch. 7*
CO-OP 7.2.2 Describe the major parts of a legal contract	Students write a simple contract to hire someone to do a job for them Worksheet Students fill out sample contract Resource speaker on contract law	Score Sheet Check-list Paper and Pencil Test Student Notes	*Succeeding in the World of Work, Ch 12* http://freeadvice.com *Working, Ch. 28*
CO-OP 7.2.3 Explain laws in the workplace that protect the worker	Resource speaker from union Overhead—research a law and write up a case	Student Notes; Quiz Project	*Learning for Earning, Ch.* 3 *http://www.hresquire.com/employment-law-articles.htm*

Unit CO-OP 7:   Life Skills

Content Standard CO-OP 7.3:   Students understand opportunities for self-learning.

Performance Expectations	Instructional Strategies	Assessment Strategies	Supplementary Resources
CO-OP 7.3.1 Describe continuing education programs in your community	Field trip to a post-secondary institution Resource speaker on Apprentice Programs Resource speaker from local Continuing Education program	Check-list Student Notes Student Notes; Quiz	*http://www.bridges.com* *Working, Ch. 32*
CO-OP 7.3.2 Assess community programs designed to assist families	Human Resource Speaker on policies, procedures, programs of industry and business on continuing education Field trip to Workforce Investment Board	Student Notes Check-list	*http://www.in.gov/fssa/families/housing/eas.html*
CO-OP 7.3.3 Outline methods of upgrading workplace skills	Students evaluate information collected from speaker, field trip, etc. and set personal short and long-term goals	Skills tests on-the-job CTA's Check-list	*Learning for Earning, Ch. 16*

Unit CO-OP 7:   Life Skills

Content Standard CO-OP 7.4:   Students demonstrate self-management.

Performance Expectations	Instructional Strategies	Assessment Strategies	Supplementary Resources
CO-OP 7.4.1 Describe strategies for balancing work roles and family responsibilities	Students interview people on how they balance their work and family life Construct a poster on the balance of work and personal life	Presentation Score sheet	http://www.coping.org *Preparing for Career Success, Ch. 21* *Working, Ch 30*
CO-OP 7.4.2 Develop strategies for improving time management	Essential skills—uses time wisely Journal daily activities for seven days Identify tasks that must be completed in a certain timeframe and divide the tasks to meet deadlines Evaluate plans	Score sheet Journal Project Score sheet	*http://www.mindtools.com* *Learning for Earning,* Ch. 18 *Succeeding in the World of Work-Ch 18* *TIME MANAGEMENT Unit from Agency for Instructional Technology*
CO-OP 7.4.3 Identify opportunities to work from home	Research careers that can be done from home Interview companies with a work-at-home policy Interview workers who work at home Write a proposal to a company for work-at-home	Project Score sheet Score sheet Presentation	*http://www.homeworking.com/* *http://www.money-at-home.com/*

Unit CO-OP 8:　　　　　　　　Safety/Wellness

Content Standard CO-OP 8.1:　　　　Students understand safety practices.

Performance Expectations	Instructional Strategies	Assessment Strategies	Supplementary Resources
CO-OP 8.1.1 Identify causes of accidents and apply safety procedures to prevent accidents	Write a safety plan Take the Home Safety Test Students develop a safety manual for their own specific job position Students make a Safety Poster relating to on-the-job conditions	Rubric Score sheet Rubric Score sheet	*Learning for Earning,* Ch. 15 *Succeeding in the World of Work Enrichment Activity Segment 10* http://www.courttv.com/archive/ http://www.homesafetycouncil.org/index.aspx *Working, Ch. 17* *Preparing for Career Success, Ch. 19*
CO-OP 8.1.2 Describe how costs of accidents affect workers, employers, and the economy	Resource speaker-Safety Director	Student Notes; Quiz	*From School to Work, Ch. 9*
CO-OP 8.1.3 Identify governmental agencies that protect people's health and safety	Research agencies on the internet that deal with people's health and safety in the workplace	Project; Presentation Rubric	*http://www.osha.gov*

Unit CO-OP 8: Safety/Wellness

Content Standard CO-OP 8.2: Students understand ways to maintain good health/wellness.

Performance Expectations	Instructional Strategies	Assessment Strategies	Supplementary Resources
CO-OP 8.2.1 Explain the guidelines needed to stay physically healthy	Design basic eating plan for your body type and age Journal foods eaten and evaluate journal for healthy diet plan Describe how good nutrition, exercise and sleep affects performance Identify how health needs change with age	Check-list Journal Presentation Paper and Pencil Test	*Learning for Earning, Ch. 21* *Succeeding in the World of Work, Ch. 11* http://www.nal.usda.gov/fnic/Fpyr/pyramid.html *Preparing for Career Success, Ch. 19* *Working, Ch. 30* *From School to Work, Ch. 8*
CO-OP 8.2.2 Assess stress factors in the workplace and at home	Illustrate ways to relieve stress Identify illnesses that affect productivity Speaker from a Center that deals with stress related issues	Poster Paper and Pencil Test Student Notes	*Learning for Earning, Ch 21* LAP #9 Human Resource *From School to Work, Ch. 19*
CO-OP 8.2.3 Apply the principles of anger management	Speaker from a center which deals with anger management in the workplace.	Student Notes	http://www.apa.org/topics/controlanger.html